

**LEARNING STRATEGY USED BY HIGH, MID AND LOW ACHIEVERS
OF ENGLISH TO DEVELOP READING SKILL: A CASE STUDY AT
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



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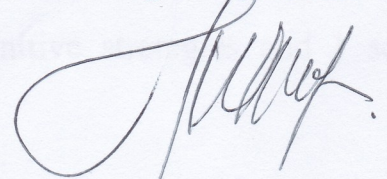
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COMPARATIVE ANALYSIS OF LEARNING STRATEGY USED BY HIGH, MID AND LOW ACHIEVERS OF ENGLISH TO DEVELOP READING SKILL: A CASE STUDY AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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ABSTRACT

This aims of this research are to analyze learning strategies used by the three students who have high, middle and low mark in reading to develop vocabulary skill, pronunciation skill and understanding of implicit information. This research is a case study. The subjects are students who have high, mid and low achiever in reading subject. There are two sources of data in this research namely event and informants. Methods of collecting data are observation and interview. The object of this research is focused on the learning strategies used by students to develop reading skill. The results of this research are separated into three, as follows: 1) The learning strategies used by high achiever student to develop vocabulary skill are 7 meta-cognitive strategies and 10 cognitive strategies. Then, the learning strategies used by mid achiever student to increase vocabulary skill are 4 meta-cognitive strategies, 7 cognitive strategies and 2 socio-affective strategies. And the learning strategies used by low achiever student to enrich vocabulary skill are 4 meta-cognitive strategies, 4 cognitive strategies and 1 socio-affective strategy. 2) The learning strategies used by high achiever student to develop pronunciation skill are 6 meta-cognitive strategies and 7 cognitive strategies. Then, the learning strategies used by mid achiever student to advance pronunciation skill are 4 meta-cognitive strategies, 4 cognitive strategies and 2 socio-affective strategies. And the learning strategies used by low achiever student to arise pronunciation skill are 3 meta-cognitive strategies, 4 cognitive strategies and 1 socio-affective strategy. 3) The learning strategies used by high achiever student to develop understanding implicit information are 6 meta-cognitive strategies and 6 cognitive strategies. Then, the learning strategies used by mid achiever student to develop understanding implicit information are 3 meta-cognitive strategies, 3 cognitive strategies and 2 socio-affective strategies. And the learning strategies used by low achiever student to develop understanding implicit information are 3 meta-cognitive strategies, 2 cognitive strategies and 1 socio-affective strategy.

Keyword: learning strategy, reading skill

I. Introduction

In English language, there are integrated skills to be mastered such as: speaking, listening, reading and writing. Those skills have close relation and should be equal each other to get good result in mastering English. In fact, some of people face many difficulties in balancing those skills, especially reading skill because reading is one of difficult subjects and also the most tedious subject. Because of that, all of learners especially second language learners must have strategies to make reading easy, interesting so they can gain the best result of learning. The using learning strategies are very needed by second language learners at Muhammadiyah University of Surakarta especially to master reading subject. Based on the experience of the researcher, each student has different reading ability. To get ability in reading, of course learners have different strategies to develop their own skill in learning consciously or unconsciously.

Usually, learners who have higher ability use more strategies and the learners who have lower ability use less strategy in learning. But from the observation, the researcher finds the difference. Not all of learner who has higher ability uses more strategies. In this research, the high achiever in reading subject is passive student. She does not use socio-affective strategy. But, she uses more strategies in meta-cognitive and cognitive strategy. Different to mid and low achiever students, they use meta-cognitive, cognitive, and socio-affective strategies. But, they use less strategy in meta-cognitive and cognitive strategies. Based on the explanation above, the researcher has a

purpose to analyze detail of learning strategies used by high mid, and low achiever of English to develop reading skill.

To support the data of this research, the writer applies several theories related the case. Haycraft states (1978:8) that there are various skills in mastering of language: respective skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing. According to Kennedy (1981: 5),

Reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and on the basis of past experience, understands and interpret its meaning. In reading from books, it is usually necessary to recognize, understand and interpret several words in a series.

In reading process, people should use background knowledge and experience to reconstruct the writers' idea. Especially in unfamiliar text, background and experience is the most helpful for reader. If people have prior knowledge of the topic and use it to help them predict what might be in the text, they can understand easily.

Reading is one of the language skills that are important and should be mastered for academic success because reading is basic to learn English. When students learn the second language in developing reading skill, of course they face many difficulties. Moreover, reading is composed of micro and macro skill. They can be separated each other because they are the tool to measure student's reading skill. Munby (1978) states that:

Specifies an extensive list of nineteen reading micro skills such as understanding conceptual meaning, distinguishing the main ideas from supporting details, skimming, basic relations between parts of text through lexical cohesion devices, and extracting salient point

to summarize. Accessed from
<http://practicalenglishatcerp.blogspot.com/2011/09/macro-and-micro-skills-munby.html>vv.

Because of many skills in reading that have to be mastered by students, the students need strategies to make reading easier and more interesting to learn.

As one of language skills, reading should also be mastered by the students using some strategies. Therefore, the students must know some strategies in reading such as: using dictionary, increasing vocabulary, finding unfamiliar word, predicting a content of the text, etc. Brown (2000: 113) stated that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Because of that the students should choose a good strategy.

According to Rayner and Riding (2002: 60) “learning strategy as a set of one or more procedures that an individual acquires to facilitate the performance on learning task”. A language learner use language learning strategies either consciously or unconsciously when processing new information and performing tasks in language classroom. While, Brown (2000: 113) stated that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. According to O’Malley in Fauziati (2010: 154) “learning strategies are classified into three main categories, namely: meta-cognitive strategy, cognitive strategy and socio-affective strategy.” each

strategy has many sub-categories. Usually, people who use the suitable strategies will be successful in their task.

Using learning strategy in learning language is very important because of some reasons. First, learning strategies are good indicators for learners in making approach closer for solving tasks or problems encountered during the process of language learning. Second, according to Oxford (1990: 1) “learning strategies are important for language learning because they are tools for active, self-directed movement, which are essential for developing communicative competence”. In conclusion, the learners who use proper learning strategies are going to be successful in learning language.

2. RESEARCH METHOD

The type of this research is case study. Case study concerns with individual to whom the researcher observes, interviews, and develops personal relationship (Nunan in Fauziati, 2009: 257). The researcher uses case study because of the researcher wants to investigate the problem of the subjects is learning reading. The object of the research is the learning strategies used by high, mid and low achiever students in developing reading skill, namely: Ariyani, Listyo and Wheny. The data of the research are field note and the answer of interview. The data include the narrations of subject attitudes in learning reading, their behavior toward reading skill and their habits of using the strategies in learning reading. There are two sources of data in this research namely event and informants. Methods of collecting data in this research are observation and interview. And to analyze the data, the

researcher use 3 steps; they are data reduction, data display, and conclusion drawing/ verification.

3. Research Finding and Discussion

Based on the interview and observation done by the writer with the three students of the fourth semester at UMS, the writer collects the data related to answer the research problem of this research. It is about learning strategies in reading which deals with O'Malley et al theory including, meta-cognitive, cognitive and socio-affective strategies,

3.1 Learning Strategies Used by Students to Develop Vocabulary

There are three students who have high, mid, and low achiever that will be showed:

3.1.1 High Achiever Student

3.1.1.1 Meta-cognitive Strategy

The first study is advance organizer. According to the result of observation and interview, the learner applied the advance organizer learning strategy in mastering their vocabulary skill, she tries to remember difficult word. The second strategy is directed attention. The result of the classroom showed that, although the learner not always concentrates on the lecture explanation but she focuses on the materials which are derived by the lecturer. The third strategy is selective attention. According to the observation and interview, the learner tries to difficult word and gives underlying. The fourth strategy is self-management. In this case, learner understands the condition that helps her success in learning, she also controls their mood to

still focus. The fifth strategy is functional planning. In this case, the learners prepare dictionary to carry out an upcoming task. The sixth strategy is delayed production. The learners reinvestigate the word that will be told. The last strategy is self-evaluation, in learning reading the learners evaluate the production and their ability in reading, and learners check the result of learning by opening dictionary.

3.1.1.2 Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. In here, the writer discussed the strategies which were used by the students based on the research findings in cognitive strategies.

The first strategy is repetition. The writer concludes that the application of the repetition of the repetition learning strategy is good in improving vocabulary skill because the learner often repeats new vocabularies until she understand the word meaning. The second strategy is resourcing, learner need reference sources of information to increase her vocabulary. The third strategy is translation. According to the result, the learners apply this strategy because the learners translate English text into Indonesian.

The fourth strategy is grouping, the learners make group of words based on the similarity of sound. Then, the fifth strategy is note taking. the learner write down and group the certain vocabulary based on the similarity of sound. The sixth strategy is keyword, based on the observation and

interview, the writer concludes that the learners remember root of word as keyword to remember another word. The seventh strategy is deducation. In this case, the learners give attention to lecturer to master material easily. The eighth strategy is auditory representation, the learners memorize the words that have similar sounds but have different meaning. The ninth strategy is contextualization. Based on the observation and interview, the learner uses appropriate based on the context of text. Then, the tenth strategy is transfer. The learner transfers new vocabulary by arranging a sentence using new vocabulary. And the last strategy is inferencing. Based on the observation and interview, the subject of the research applies inferencing strategy, she guesses the meaning of word if dictionary can help them.

3.1.2 Mid Achiever Student

3.1.2.1 Meta-Cognitive Strategy

The first strategy is advance organizer, the learner usually listens to English song to increase vocabulary skill. The second is directive attention, based on the observation and interview the learner always tries to concentrate in study. The third is self-management. In this case, learners understand the condition that helps their success in learning, she also controls their mood to still focus. The fourth strategy is functional planning, the learner brings dictionary especially in reading subject.

3.1.2.2 Cognitive Strategy

The learner uses 7 cognitive strategies. The first is repetition. The learner often reads new vocabulary again and again. The second is

resourcing, she uses some references to support her reading ability. The third strategy is translation. According to the result, the learners apply this strategy because the learners translate English text into Indonesian. The fourth is deduction, she has a rule that can help her in increasing vocabulary: it is listening to English song. Then, the fifth is note taking. The learner usually write down new vocabulary and the meaning on her note. The sixth is transfer. The learner usually arranges the new vocabulary become a sentence. And the last is inferencing. She guess the meaning with her friends.

3.1.2.3 Socio-Affective Strategy

In this part, the writer discussed the strategy used by students based on the research finding in socio-affective strategy. The first strategy is cooperation. According to the result, the learner prefers learning together with her friends to solve her problem. And the last strategy is question for clarification. The learner asks to her friends to explain their difficulties.

3.1.3 Low Achiever Student

3.1.3.1 Meta-Cognitive Strategy

The first is directive attention. The learner applies the advance organizer learning strategy in mastering her vocabulary skill, she tries to remember difficult word. The second is selective attention. The learner usually gives mark on the word that she does not know. The third is self-management, the learner tries to keep mood in memorizing new vocabulary. And the last is functional planning. The learner always prepares the dictionary in developing vocabulary.

3.1.3.2 Cognitive Strategy

The first is resourcing, the learner uses dictionary and internet as learning source for developing vocabulary skill. The second is translation, she translate English into Indonesian to understand text easily. The third is deducation, the learner like to listen to English song, this rule can help her to increase her vocabulary. The fourth is inferencing, the learner predict the meaning of word based on the context of the text.

3.1.3.3 Socio-Affective Strategy

In this section, the learner only use question for clarification. She often asks to her friend about the word meaning that she does not know.

3.2 Learning Strategies Used by Student to Develop Pronunciation

There are three students that will be compared:

3.2.1 High Achiever Student

3.2.1.1 Meta-Cognitive Strategy

The first strategy is advance organizer, the learner reads the word then tries to pronounce them to advance my pronunciation skill. The second is directive attention, the learner always keep her mood and give attention to lecturer in order to know how to pronounce the word correctly. The third is self-management, she likes silent condition when she learns pronunciation. The fourth is functional planning, the learner prepare the dictionary to help her pronounce the word well. The fifth is self-monitoring, the learner corrects the word that she is saying. The sixth is delayed production, before the

learner makes conversation with her friend, she usually memorize and comprehend how to pronounce the word.

3.2.1.2 Cognitive Strategy

The first strategy that is used to develop pronunciation skill is repetition, she likes to watch English movie and often imitates the pronunciation of the actress in that film. The second is resourcing, the learner uses digital dictionary English movie and English song as media to advance pronunciation. The third is grouping, the learner groups the words that have similarity of pronunciation. The fourth is deducation, she likes to watch west film and pays attention to actress how they talk. The fifth is imagery, the learner imagines the word with the word in Javanese. The six is auditory representation, the learner tries to pronounce the words that have similarity sound and pronounce them again and again. The last is inferencing, the learner predict how to pronounce the word when she can not find the way on dictionary.

3.2.2 Mid Achiever Student

3.2.2.1 Meta-Cognitive Strategy

The first strategy is advance organizer, the learner read the word firstly the tries to pronounce the word to master pronunciation. The second is directive attention, she always tries to concentrate in learning. It is good for her to help in mastering pronunciation. The third is self-management. The condition influences emotion of the learner to learn. In this part, the learner

feels comfort to learn if her mood is good. The fourth is self-evaluation, the learner applies this strategy by asking the product of speech to her friend.

3.2.2.2 Cognitive Strategy

The first is repetition, the learner applies by imitating the pronunciation of singer. The second is resourcing, the learner listen to English song and gives attention to the teacher. The third is deducation, she give attention the pronunciation of west singer ang teacher. And the fourth is inferencing, the learner predicts the pronunciation of new word with friend.

3.2.2.3 Socio-Affective Strategy

To mastering pronunciation, the learner applies both of socio-affective strategy: they are cooperation and question for clarification by asking friends to clarify the pronunciation of word.

3.2.3 Low Achiever Student

3.2.3.1 Meta-Cognitive Strategy

The first strategy is advance organizer, she applies this strategy by reading and pronouncing the word again and again. The second is directive attention, she tries to concentrate on learning. And the last is self-management, the learner keep her mood in learning.

3.2.3.2 Cognitive Strategy

The first cognitive strategy is repetition, the low achiever student applies by imitating the pronunciation of singer and actress. The second is resourcing, she watches English movie and listens to English song and giving attention to the teacher to help on pronunciation. The third is grouping, she

make group the word that have similarity of pronunciation. And the last is auditory representation, she applies by memorizing the word that have similarity on sound.

3.2.3.3 Socio-Affective Strategy

In this section, the low achiever student applies question for clarification strategy only. She asks friend to clarify the word meaning.

3.3 Learning Strategy Used to Develop Understanding Implicit Meaning

3.3.1 High Achiever Student

3.3.1.1 Meta-Cognitive Strategy

To master understanding implicit meaning, the learner applies advance organizer by reading English text as often as possible. The second is directive attention, she tries to concentrate on learning. Then, she applies selective attention. The learner finds the sentence that difficult to understand and give underlying. The fourth is self-management, she learns in good condition and chooses right position in class. The fifth is functional planning, she prepares internet to brows English text and exercise. And the last is self-management, she always checks the result of learning.

3.3.1.2 Cognitive Strategy

The first strategy is repetition, she repeats the material to get more understanding. The second is resourcing, she searches the exercise in internet. The third is translation, the learner translates English words into Indonesian. The fourth is deducation. She applies by writing English story to get

experience. Then, she also applies the concept to elaborate the knowledge. And the last is inferencing, she predicts the imply of the text.

3.3.2 Mid Achiever Student

3.3.2.1 Meta-Cognitive Strategy

To master understanding implicit meaning, the mid achiever student applies advance organizer by reading English text as often as possible. The second is directive attention, she tries to concentrate on learning and the last is selective attention. She applies this strategy by finding the sentence that difficult to understand and give underlying.

3.3.2.2 Cognitive Strategy

The first is repetition, she repeats the material to get understanding. The second is translation, the learner applies by translating English sentence into Indonesian. And the last is inferencing, similar to the others, the mid achiever student also predicts the imply of the text.

3.3.2.3 Socio-Affective

In this part, the learner uses both of socio-affective strategy: they are cooperation and question for clarification.

3.3.3 Low Achiever Student

3.3.3.1 Meta-Cognitive Strategy

To master understanding implicit meaning, the low achiever student applies advance organizer, she reads more and more to comprehend the implicit meaning. The second is directive attention, she applies this strategy

by trying to concentrate in learning. And the last is self-management. She keeps her mood in learning.

3.3.3.2 Cognitive Strategy

In this part, the learner only applies translation and inferencing. She translates English text into Indonesian and predicts the imply of the text.

3.3.3.3 Socio-Affective

The learner only applies question for clarification strategy by asking friends to solve her difficulties.

4 Conclusion

The results of this research are separated into three appropriate to the problem statements, as follows:

a. The Learning Strategies Used to Develop Vocabulary

The learning strategies used by high achiever student to develop vocabulary skill are 7 meta-cognitive strategies and 10 cognitive strategies. Then, the mid achiever student uses 4 meta-cognitive strategies, 7 cognitive strategies and 2 socio-affective strategies to increase vocabulary skill are. And the learning strategies used by low achiever student to enrich vocabulary skill are 4 meta-cognitive strategies, 4 cognitive strategies and 1 socio-affective strategy.

b. The Learning Strategies Used to Develop Pronunciation

The high achiever student uses 6 meta-cognitive strategies and 7 cognitive strategies to develop pronunciation skill. Then, the learning strategies used by mid achiever student to advance pronunciation skill are 4

meta-cognitive strategies, 4 cognitive strategies and 2 socio-affective strategies. And the learning strategies used by low achiever student to arise pronunciation skill are 3 meta-cognitive strategies, 4 cognitive strategies and 1 socio-affective strategy.

c. The Learning Strategies used to Understanding Implicit Information

The high achiever student uses 6 meta-cognitive strategies and 6 cognitive strategies to advance understanding implicit information. Then, the learning strategies used by mid achiever student to develop understanding implicit information are 3 meta-cognitive strategies, 3 cognitive strategies and 2 socio-affective strategies. And the low achiever student uses 3 meta-cognitive strategies, 2 cognitive strategies and 1 socio-affective strategy to advance understanding implicit information are.

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